

## HICKORY TAVERN ELEMENTARY

163 Neely Ferry Road  
Gray Court, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	448 Students	
<b>Principal</b>	Mary Ann Crouch	864-575-2126
<b>Superintendent</b>	Dr. Billy R. Strickland	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Good	Excellent
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

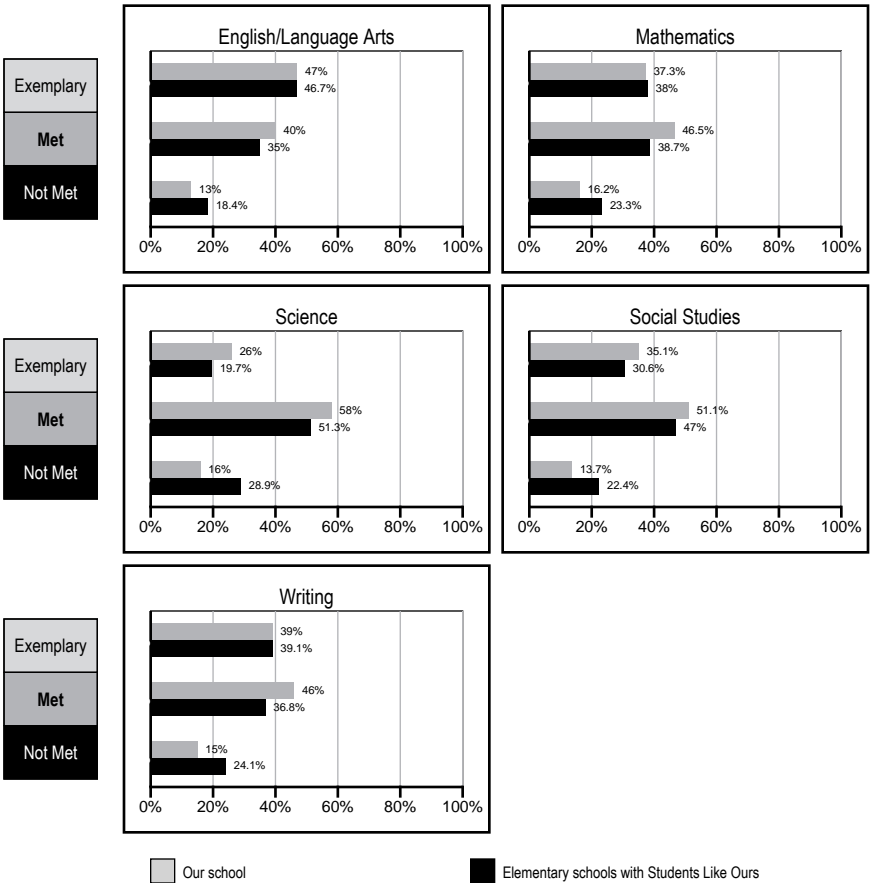
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	38	35	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=448)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Down from 3.8%	1.3%	1.2%
Attendance rate	95.5%	Down from 96.1%	96.1%	96.1%
Eligible for gifted and talented	14.2%	Up from 10.4%	15.5%	11.7%
With disabilities other than speech	10.0%	Up from 7.8%	8.2%	8.0%
Older than usual for grade	0.6%	Down from 0.8%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	50.0%	No Change	59.4%	60.5%
Continuing contract teachers	95.8%	Up from 90.0%	88.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.0%	Down from 85.7%	88.4%	87.0%
Teacher attendance rate	93.0%	Up from 92.8%	95.5%	95.4%
Average teacher salary*	\$47,223	Up 2.2%	\$47,870	\$47,288
Professional development days/teacher	17.5 days	Down from 17.6 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.8	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 17.9 to 1	20.1 to 1	19.2 to 1
Prime instructional time	87.9%	Up from 87.8%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,181	Up 102.6%	\$6,847	\$7,548
Percent of expenditures for instruction**	64.2%	Down from 66.2%	69.1%	68.7%
Percent of expenditures for teacher salaries**	32.8%	Down from 64.6%	66.2%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

Report of Principal and School Improvement Council

Hickory Tavern Elementary School accentuated community involvement and academic excellence throughout the school year. Our students, parents, and teachers joined together to "Saddle Up For Success!" After all, our mission is to create a community of learners who are responsible and productive citizens. Hickory Tavern Elementary has reached out to the community to lend support and has encouraged our parents to take an active part in their children's education. The School Improvement Council established the Hickory Tavern Elementary School Parent/Teacher Organization (PTO). The PTO sponsored a very successful Fall Festival and several other events. Their tremendous efforts earned needed monies for continued school improvement projects. Hickory Tavern Elementary School and the PTO participated in the second annual "Join Hands Day," a community sponsored event, which collected money, school supplies for our school, and canned goods for a community food bank. Service learning projects selected and supported by our SIC were as follows: Souper Bowl of Caring, Pop Tabs for the Ronald McDonald House, Relay for Life, March of Dimes, and Pennies for Patients. The Related Arts Department helped sponsor the Kaleidoscope of the Arts, a district wide program, to celebrate and highlight the arts through art work displays and musical performances. Other opportunities offered included Open House, Parent Conferences, Family Nights, Parent Volunteer Training, Field Day, Awards Days, Character Education workshops, and Veteran's Day for parents to remain informed and involved in the school. Involvement in programs such as these promoted community awareness and civic responsibility in our students and families.

Hickory Tavern Elementary was recognized for Closing the Achievement Gap for historically underperforming students. In addition, we achieved Adequate Yearly Progress in all required descriptors. Also, our school earned the Palmetto Gold distinction which is the highest academic honor recognized by the State Department of Education. Our students' PASS scores surpassed the district and state performance expectations. Our MAP scores continued to show marked growth. Hickory Tavern Elementary received the Sprint Grant for Character Education and the Key to Friendships Grant for teaching others understanding for children with disabilities. Title I funds have continued to provide extended learning opportunities for our students.

Our commitment to education is the one constant in our ever changing future. Hickory Tavern Elementary School is dedicated to providing excellence to all of our students. It is our desire for students, parents, school, and community to work together to produce successful lifelong learners and productive citizens.

Mary Ann Crouch, Principal  
Ellen Armstrong, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	57	45
Percent satisfied with learning environment	100.0%	66.1%	81.8%
Percent satisfied with social and physical environment	100.0%	70.2%	90.5%
Percent satisfied with school-home relations	100.0%	82.5%	75.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	195	100	13	40	47	94.1	83.5	83.5	Yes	Yes
<b>Gender</b>										
Male	105	100	15.2	40.4	44.4	91.9	80.1	80.1	N/A	N/A
Female	90	100	10.5	39.5	50	96.5	87.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	176	100	13.9	39.8	46.4	94	88.5	89.6	Yes	Yes
African American	14	100	7.1	35.7	57.1	92.9	74.8	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	77.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	47	100	40.5	40.5	19	81	62.7	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	112	100	17.1	51.4	31.4	92.4	80.3	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	195	100	16.2	46.5	37.3	89.2	80.2	80.4	Yes	Yes
<b>Gender</b>										
Male	105	100	20.2	38.4	41.4	85.9	78.4	78.4	N/A	N/A
Female	90	100	11.6	55.8	32.6	93	82.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	176	100	16.3	45.2	38.6	88.6	85.8	87.8	Yes	Yes
African American	14	100	7.1	64.3	28.6	92.9	71.1	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	47	100	38.1	50	11.9	69	52.2	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	112	100	25.7	49.5	24.8	83.8	76.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	138	100	16	58	26	84	63.9	67.3
Gender								
Male	71	100	13.4	52.2	34.3	86.6	63.4	66.9
Female	67	100	18.8	64.1	17.2	81.3	64.5	67.7
Racial/Ethnic Group								
White	124	100	15.4	58.1	26.5	84.6	74.8	79.6
African American	11	100	9.1	72.7	18.2	90.9	43.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	35	100	31.3	56.3	12.5	68.8	43.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	51.9	58.6
Socio-Economic Status								
Subsidized meals	78	100	21.9	63	15.1	78.1	57.1	55.4

Social Studies

All Students	138	99.3	13.7	51.1	35.1	86.3	65.8	70.9
Gender								
Male	76	98.7	11.3	46.5	42.3	88.7	65.7	70.1
Female	62	100	16.7	56.7	26.7	83.3	66	71.7
Racial/Ethnic Group								
White	123	99.2	14.7	50	35.3	85.3	72.7	79.2
African American	10	I/S	I/S	I/S	I/S	I/S	53.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	31	96.8	39.3	32.1	28.6	60.7	42.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.1	68
Socio-Economic Status								
Subsidized meals	83	98.8	16.5	59.5	24.1	83.5	60.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	194	99.5	14.5	46.2	39.2	85.5	71.7	72.1	95.5	95.5
Gender										
Male	103	100	19.2	49.5	31.3	80.8	64.7	65.2	95.3	95.3
Female	91	98.9	9.2	42.5	48.3	90.8	79.3	79.2	95.7	95.6
Racial/Ethnic Group										
White	175	99.4	15	45.5	39.5	85	78.2	80.8	95.4	95.2
African American	14	100	7.1	50	42.9	92.9	60.8	59.7	96	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.4	94.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.4	64.6	95.8	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.8
Disability Status										
Disabled	44	97.7	38.5	51.3	10.3	61.5	35.8	27.7	94.5	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	91.5
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61	63.7	95.8	97.3
Socio-Economic Status										
Subsidized meals	113	99.1	19.8	49.1	31.1	80.2	66.2	61.9	95	95.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	84	100	13.9	39.2	46.8	86.1
	4	69	100	11.8	45.6	42.6	88.2
	5	82	100	15.6	39	45.5	84.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	16	40	44	84
	4	81	100	14.3	36.4	49.4	85.7
	5	59	100	8.6	44.8	46.6	91.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	84	100	13.9	39.2	46.8	86.1
	4	69	100	11.8	48.5	39.7	88.2
	5	82	100	6.5	61	32.5	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	26	42	32	74
	4	81	100	11.7	46.8	41.6	88.3
	5	59	100	13.8	50	36.2	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	25	45	30	75
	4	69	100	17.6	63.2	19.1	82.4
	5	41	100	16.2	75.7	8.1	83.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	100	36	48	16	64
	4	81	100	9.1	61	29.9	90.9
	5	30	100	17.2	58.6	24.1	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	41	100	25.6	53.8	20.5	74.4
	4	69	100	8.8	58.8	32.4	91.2
	5	41	100	17.5	42.5	40	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	28	96.4	20	64	16	80
	4	81	100	10.4	49.4	40.3	89.6
	5	29	100	17.2	44.8	37.9	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	85	100	20	32.5	47.5	80
	4	70	97.1	23.9	35.8	40.3	76.1
	5	79	97.5	22.7	37.3	40	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	32	52	16	68
	4	81	98.8	9.1	40.3	50.6	90.9
	5	60	100	6.8	49.2	44.1	93.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample